



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **ARLINGTON CENTRAL SCHOOL  
DISTRICT**

District ID **13-16-01-06-0000**

Superintendent **FRANK PEPE**

Telephone **(845) 486-4460**

Grades **K-12**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### Use this report to:

#### **1 Get District Profile information.**

This section shows comprehensive data relevant to this district's learning environment.

#### **2 Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

#### **3 Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2006-07	2007-08	2008-09
Pre-K	0	0	0
Kindergarten	590	588	596
Grade 1	765	651	663
Grade 2	689	755	668
Grade 3	781	725	765
Grade 4	778	769	734
Grade 5	802	796	780
Grade 6	797	836	798
Ungraded Elementary	8	5	0
Grade 7	820	809	850
Grade 8	873	843	813
Grade 9	961	950	925
Grade 10	842	886	868
Grade 11	793	842	853
Grade 12	778	771	816
Ungraded Secondary	44	0	0
<b>Total K-12</b>	10321	10226	10129

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	21	21	21
Mathematics	22	20	21
Science	22	21	20
Social Studies	22	21	21
<b>Grade 10</b>			
English	27	26	27
Mathematics	26	27	24
Science	28	28	24
Social Studies	26	25	26

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District ARLINGTON CENTRAL SCHOOL DISTRICT

District ID 13-16-01-06-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	534	5%	569	6%	641	7%
Reduced-Price Lunch	313	3%	298	3%	350	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	111	1%	91	1%	103	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	2	0%	4	0%	3	0%
Black or African American	718	7%	721	7%	697	7%
Hispanic or Latino	657	6%	714	7%	707	7%
Asian or Native Hawaiian/Other Pacific Islander	373	4%	386	4%	377	4%
White	8569	83%	8401	82%	8324	82%
Multiracial	2	0%	0	0%	21	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	404	4%	369	4%	326	3%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	691	732	739
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	2%	1%	0%
Percent with Fewer Than Three Years of Experience	5%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	10%	10%
<b>Total Number of Core Classes</b>	1883	2030	2094
Percent Not Taught by Highly Qualified Teachers	2%	2%	0%
<b>Total Number of Classes</b>	2587	2619	2673
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%	9%	18%
Turnover Rate of All Teachers	8%	8%	11%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	79	97	96
Total Paraprofessionals*	226	205	126
Assistant Principals	14	14	13
Principals	13	13	13

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2009–10)

**Good Standing**

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial	—	—				
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				—	—	
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	4 of 5	4 of 5	1 of 1

#### AYP Status

- Made AYP
- Made AYP Using Safe Harbor Target
- Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing                         | Good Standing                                |
| Improvement (Year 1)                  | Requiring Academic Progress (Year 1)         |
| Improvement (Year 2)                  | Requiring Academic Progress (Year 2)         |
| Improvement (Year 3)                  | Requiring Academic Progress (Year 3)         |
| Improvement (Year 4)                  | Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above)          | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 8 of 8 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (4787:4715)			99%		185	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (330:322)			100%		175	138	
Hispanic or Latino (337:332)			99%		183	138	
Asian or Native Hawaiian/Other Pacific Islander (208:205)			100%		193	136	
White (3903:3849)			99%		186	142	
Multiracial (8:6)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (676:657)			99%		140	140	
Limited English Proficient <sup>5</sup> (35:53)		—	—		160	131	
Economically Disadvantaged (547:540)			99%		174	139	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 8 of 8 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (4799:4706)			99%		189	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (330:322)			100%		177	113	
Hispanic or Latino (341:333)			100%		189	113	
Asian or Native Hawaiian/Other Pacific Islander (207:204)			99%		197	111	
White (3911:3839)			99%		190	117	
Multiracial (9:7)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (681:659)			98%		149	115	
Limited English Proficient <sup>5</sup> (35:56)		—	—		182	106	
Economically Disadvantaged (548:540)			99%		179	114	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (1565:1523)		Qualified		99%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (115:108)		Qualified		98%		178	100	
Hispanic or Latino (122:117)		Qualified		98%		185	100	
Asian or Native Hawaiian/Other Pacific Islander (65:65)		Qualified		100%		191	100	
White (1260:1231)		Qualified		99%		190	100	
Multiracial (3:2)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (233:220)		Qualified		97%		152	100	
Limited English Proficient <sup>4</sup> (11:11)		–	–	–	–	–	–	–
Economically Disadvantaged (175:171)		Qualified		98%		181	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 4 of 5 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (815:823)			97%		185	167	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (45:46)			98%		163	157	
Hispanic or Latino (45:44)			98%		173	156	
Asian or Native Hawaiian/Other Pacific Islander (24:23)	—	—	—	—	—	—	—
White (701:710)			97%		187	167	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (164:89)			85%		126	160	122 <sup>‡</sup> 133
Limited English Proficient <sup>5</sup> (0:0)							
Economically Disadvantaged (21:19)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>	 4 of 5						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

<sup>‡</sup> This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 4 of 5 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (815:823)			98%		192	162	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (45:46)			100%		191	152	
Hispanic or Latino (45:44)			96%		182	151	
Asian or Native Hawaiian/Other Pacific Islander (24:23)	—	—	—	—	—	—	—
White (701:710)			98%		193	162	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (164:89)			88%		154	155	146‡ 159
Limited English Proficient <sup>5</sup> (0:0)							
Economically Disadvantaged (21:19)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>	 4 of 5						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (824)			82%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (54)			65%	55%		
Hispanic or Latino (58)			67%	55%		
Asian or Native Hawaiian/Other Pacific Islander (32)			91%	55%		
White (680)			84%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (113)			43%	55%	44%	44%
Limited English Proficient <sup>2</sup> (2)		–	–	–		
Economically Disadvantaged (30)			60%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District ARLINGTON CENTRAL SCHOOL DISTRICT

District ID 13-16-01-06-0000

## Summary of 2008–09 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	86%			766
Grade 4	86%			729
Grade 5	91%			784
Grade 6	87%			797
Grade 7	89%			842
Grade 8	78%			809
<b>Mathematics</b>				
Grade 3	96%			772
Grade 4	91%			731
Grade 5	91%			788
Grade 6	89%			799
Grade 7	93%			840
Grade 8	85%			807
<b>Science</b>				
Grade 4	96%			727
Grade 8	85%			797

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	85%			890
Mathematics	90%			890

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

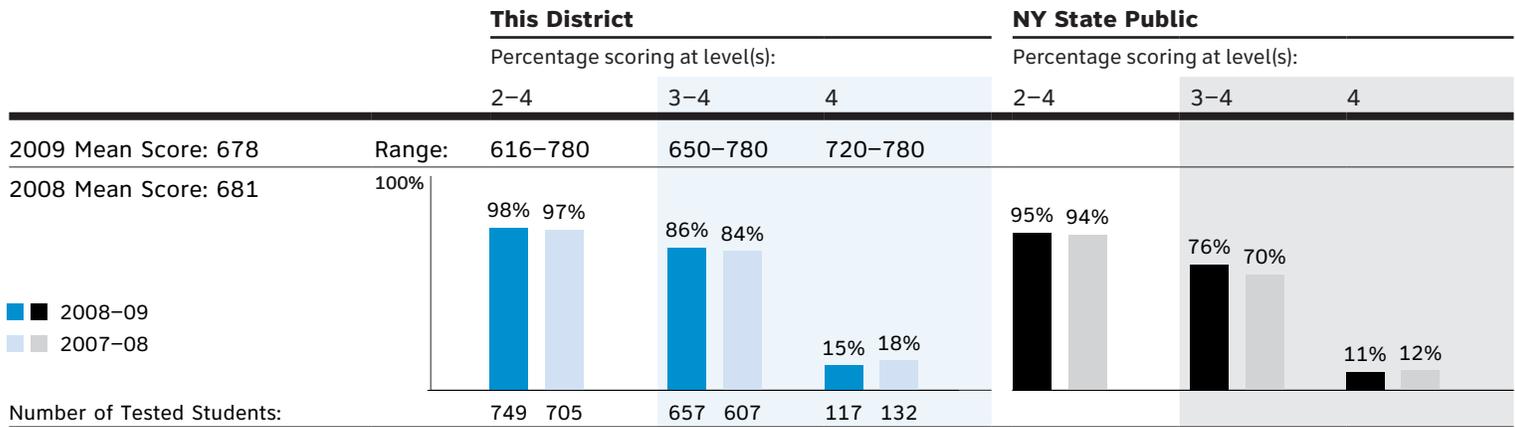
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>766</b>	<b>98%</b>	<b>86%</b>	<b>15%</b>	<b>726</b>	<b>97%</b>	<b>84%</b>	<b>18%</b>
Female	381	98%	89%	20%	349	98%	86%	19%
Male	385	97%	83%	11%	377	96%	81%	17%
American Indian or Alaska Native								
Black or African American	42	98%	83%	0%	61	97%	67%	11%
Hispanic or Latino	51	96%	78%	8%	54	91%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	37	100%	95%	35%
White	641	98%	86%	16%	574	98%	86%	19%
Multiracial	1	-	-	-				
Small Group Totals	32	100%	100%	38%				
General-Education Students	680	99%	91%	17%	632	100%	91%	20%
Students with Disabilities	86	85%	44%	0%	94	81%	37%	3%
English Proficient	754	98%	86%	16%	714	97%	84%	18%
Limited English Proficient	12	100%	67%	0%	12	83%	42%	0%
Economically Disadvantaged	96	97%	75%	7%	83	90%	64%	5%
Not Disadvantaged	670	98%	87%	16%	643	98%	86%	20%
Migrant								
Not Migrant	766	98%	86%	15%	726	97%	84%	18%

### NOTES

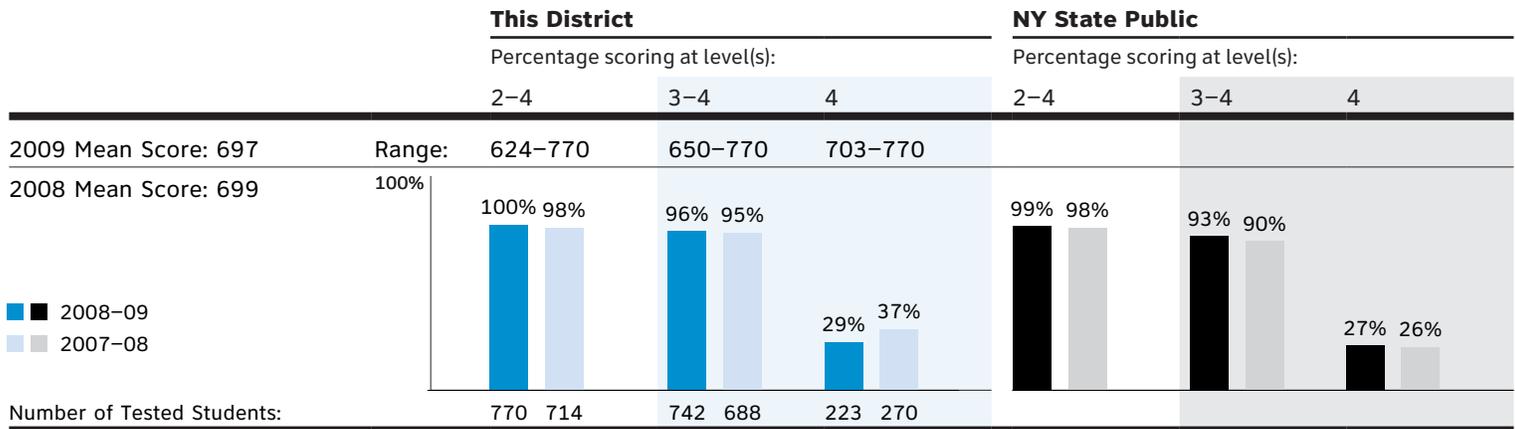
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	11	11	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>772</b>	<b>100%</b>	<b>96%</b>	<b>29%</b>	<b>726</b>	<b>98%</b>	<b>95%</b>	<b>37%</b>
Female	386	100%	97%	30%	349	99%	96%	40%
Male	386	99%	96%	28%	377	98%	94%	35%
American Indian or Alaska Native								
Black or African American	42	100%	95%	14%	58	97%	86%	19%
Hispanic or Latino	53	100%	92%	11%	54	98%	94%	30%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	37	100%	97%	57%
White	645	100%	96%	29%	577	98%	95%	38%
Multiracial	1	-	-	-				
Small Group Totals	32	100%	100%	66%				
General-Education Students	685	100%	99%	31%	633	100%	99%	41%
Students with Disabilities	87	99%	75%	9%	93	88%	69%	9%
English Proficient	759	100%	96%	29%	712	98%	95%	38%
Limited English Proficient	13	100%	100%	0%	14	100%	86%	21%
Economically Disadvantaged	98	100%	93%	8%	82	95%	88%	16%
Not Disadvantaged	674	100%	97%	32%	644	99%	96%	40%
Migrant								
Not Migrant	772	100%	96%	29%	726	98%	95%	37%

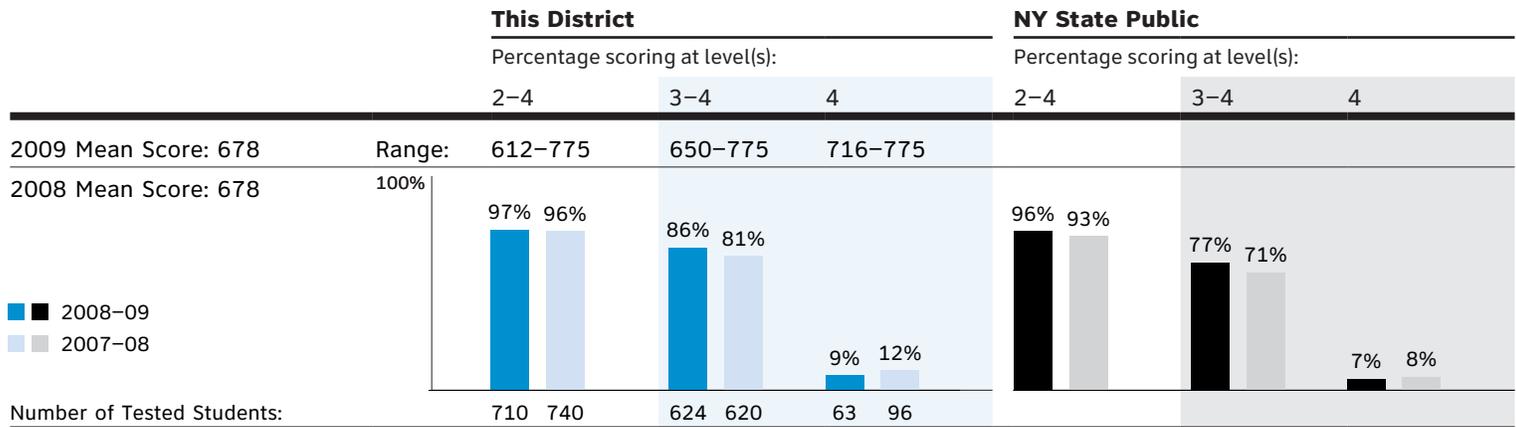
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	11	11	9	2

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>729</b>	<b>97%</b>	<b>86%</b>	<b>9%</b>	<b>769</b>	<b>96%</b>	<b>81%</b>	<b>12%</b>
Female	353	98%	88%	12%	397	97%	82%	15%
Male	376	97%	84%	6%	372	95%	79%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	60	95%	78%	5%	76	96%	64%	7%
Hispanic or Latino	54	98%	78%	9%	50	98%	78%	10%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	94%	21%	28	-	-	-
White	581	98%	87%	8%	614	96%	82%	13%
Multiracial								
Small Group Totals					29	100%	100%	21%
General-Education Students	637	100%	93%	10%	669	99%	87%	14%
Students with Disabilities	92	83%	36%	0%	100	77%	35%	0%
English Proficient	721	98%	86%	9%	759	96%	81%	13%
Limited English Proficient	8	88%	25%	0%	10	80%	50%	0%
Economically Disadvantaged	93	96%	80%	5%	98	89%	59%	3%
Not Disadvantaged	636	98%	86%	9%	671	97%	84%	14%
Migrant								
Not Migrant	729	97%	86%	9%	769	96%	81%	12%

### NOTES

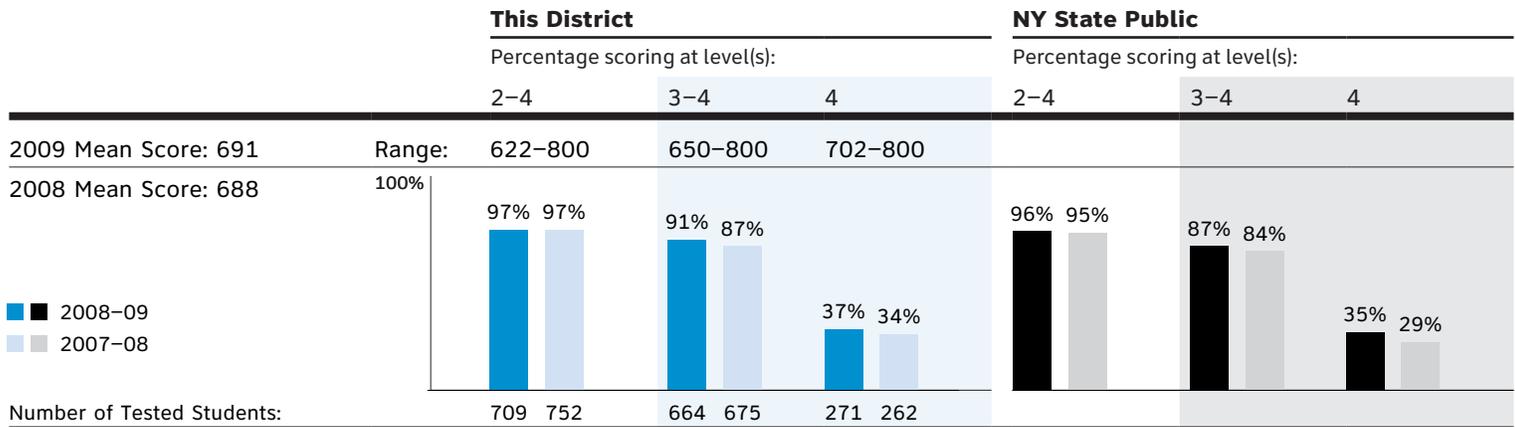
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	11	7	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>731</b>	<b>97%</b>	<b>91%</b>	<b>37%</b>	<b>774</b>	<b>97%</b>	<b>87%</b>	<b>34%</b>
Female	353	97%	91%	37%	401	97%	86%	31%
Male	378	97%	91%	37%	373	97%	88%	37%
American Indian or Alaska Native					1	-	-	-
Black or African American	61	92%	75%	20%	73	96%	78%	16%
Hispanic or Latino	55	95%	85%	35%	51	100%	90%	33%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	30	-	-	-
White	580	98%	93%	37%	619	97%	88%	35%
Multiracial	1	-	-	-				
Small Group Totals	35	100%	94%	66%	31	97%	97%	61%
General-Education Students	637	99%	96%	42%	675	99%	92%	38%
Students with Disabilities	94	83%	54%	3%	99	85%	52%	3%
English Proficient	723	97%	91%	37%	762	97%	88%	34%
Limited English Proficient	8	75%	50%	25%	12	100%	67%	8%
Economically Disadvantaged	93	94%	84%	19%	97	94%	73%	16%
Not Disadvantaged	638	97%	92%	40%	677	98%	89%	36%
Migrant								
Not Migrant	731	97%	91%	37%	774	97%	87%	34%

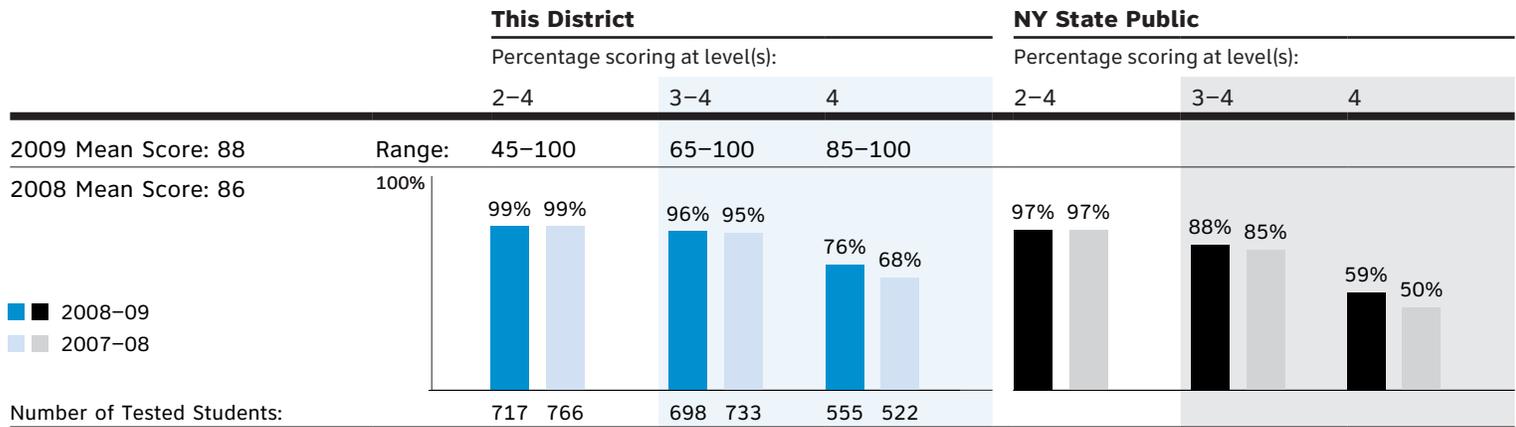
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	11	7	1	3	-	-	-

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>727</b>	<b>99%</b>	<b>96%</b>	<b>76%</b>	<b>771</b>	<b>99%</b>	<b>95%</b>	<b>68%</b>
Female	353	99%	96%	77%	403	100%	95%	66%
Male	374	99%	96%	76%	368	99%	95%	70%
American Indian or Alaska Native					1	-	-	-
Black or African American	60	97%	93%	53%	73	99%	88%	55%
Hispanic or Latino	55	98%	95%	62%	51	100%	96%	59%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	30	-	-	-
White	577	99%	96%	80%	616	99%	96%	69%
Multiracial	1	-	-	-				
Small Group Totals	35	100%	100%	83%	31	100%	90%	81%
General-Education Students	635	99%	98%	82%	673	100%	97%	73%
Students with Disabilities	92	96%	82%	35%	98	96%	83%	33%
English Proficient	719	99%	96%	77%	759	99%	95%	69%
Limited English Proficient	8	88%	63%	38%	12	100%	92%	17%
Economically Disadvantaged	93	98%	96%	68%	96	98%	88%	40%
Not Disadvantaged	634	99%	96%	78%	675	100%	96%	72%
Migrant								
Not Migrant	727	99%	96%	76%	771	99%	95%	68%

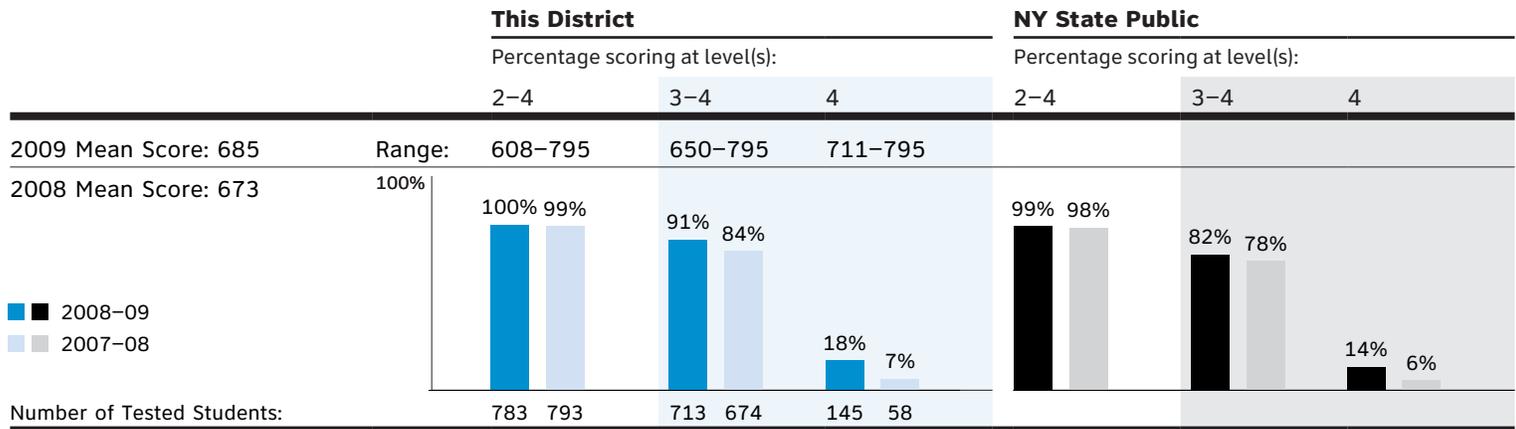
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	11	10	3	-	-	-

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>784</b>	<b>100%</b>	<b>91%</b>	<b>18%</b>	<b>799</b>	<b>99%</b>	<b>84%</b>	<b>7%</b>
Female	411	100%	91%	20%	422	100%	89%	8%
Male	373	100%	90%	16%	377	99%	79%	7%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	69	100%	90%	7%	43	98%	70%	5%
Hispanic or Latino	53	100%	96%	21%	49	98%	78%	0%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	33	-	-	-
White	621	100%	90%	18%	673	99%	85%	8%
Multiracial	2	-	-	-				
Small Group Totals	41	100%	95%	39%	34	100%	100%	15%
General-Education Students	678	100%	96%	21%	687	100%	92%	8%
Students with Disabilities	106	99%	58%	5%	112	96%	38%	0%
English Proficient	779	100%	91%	19%	797	-	-	-
Limited English Proficient	5	100%	60%	0%	2	-	-	-
Economically Disadvantaged	82	100%	82%	2%	95	97%	69%	0%
Not Disadvantaged	702	100%	92%	20%	704	100%	86%	8%
Migrant								
Not Migrant	784	100%	91%	18%	799	99%	84%	7%

### NOTES

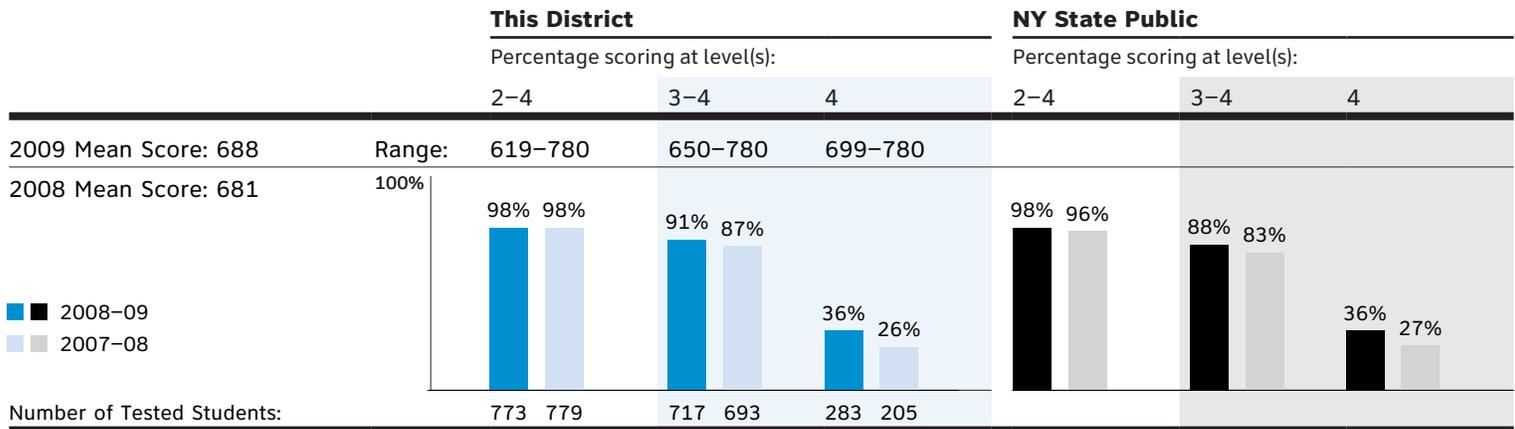
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	5	4	3	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>788</b>	<b>98%</b>	<b>91%</b>	<b>36%</b>	<b>798</b>	<b>98%</b>	<b>87%</b>	<b>26%</b>
Female	412	98%	90%	33%	423	97%	86%	26%
Male	376	98%	93%	39%	375	98%	88%	25%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	70	100%	86%	20%	44	93%	68%	9%
Hispanic or Latino	54	100%	93%	43%	48	96%	85%	8%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	33	-	-	-
White	622	98%	91%	35%	672	98%	88%	26%
Multiracial	3	-	-	-				
Small Group Totals	42	100%	98%	67%	34	100%	97%	74%
General-Education Students	680	100%	95%	40%	689	99%	92%	29%
Students with Disabilities	108	87%	63%	8%	109	87%	54%	3%
English Proficient	782	98%	91%	36%	794	-	-	-
Limited English Proficient	6	100%	83%	17%	4	-	-	-
Economically Disadvantaged	84	98%	83%	18%	94	93%	71%	7%
Not Disadvantaged	704	98%	92%	38%	704	98%	89%	28%
Migrant								
Not Migrant	788	98%	91%	36%	798	98%	87%	26%

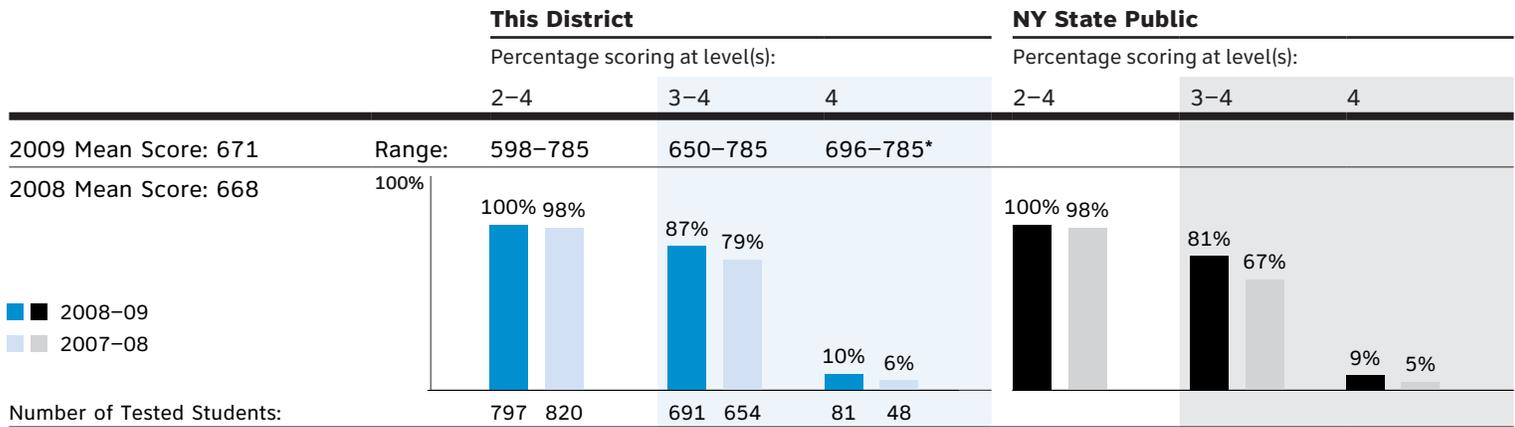
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	5	4	3	1

## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>797</b>	<b>100%</b>	<b>87%</b>	<b>10%</b>	<b>833</b>	<b>98%</b>	<b>79%</b>	<b>6%</b>
Female	422	100%	90%	12%	383	99%	82%	9%
Male	375	100%	83%	8%	450	98%	75%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	43	100%	72%	2%	55	93%	53%	4%
Hispanic or Latino	46	100%	91%	2%	68	97%	75%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	41	100%	80%	15%
White	674	100%	87%	10%	669	99%	81%	6%
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	34	100%	100%	38%	-	-	-	-
General-Education Students	682	100%	93%	12%	720	100%	88%	7%
Students with Disabilities	115	100%	50%	0%	113	89%	21%	0%
English Proficient	796	-	-	-	830	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	93	100%	74%	4%	87	95%	46%	1%
Not Disadvantaged	704	100%	88%	11%	746	99%	82%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	797	100%	87%	10%	833	98%	79%	6%

### NOTES

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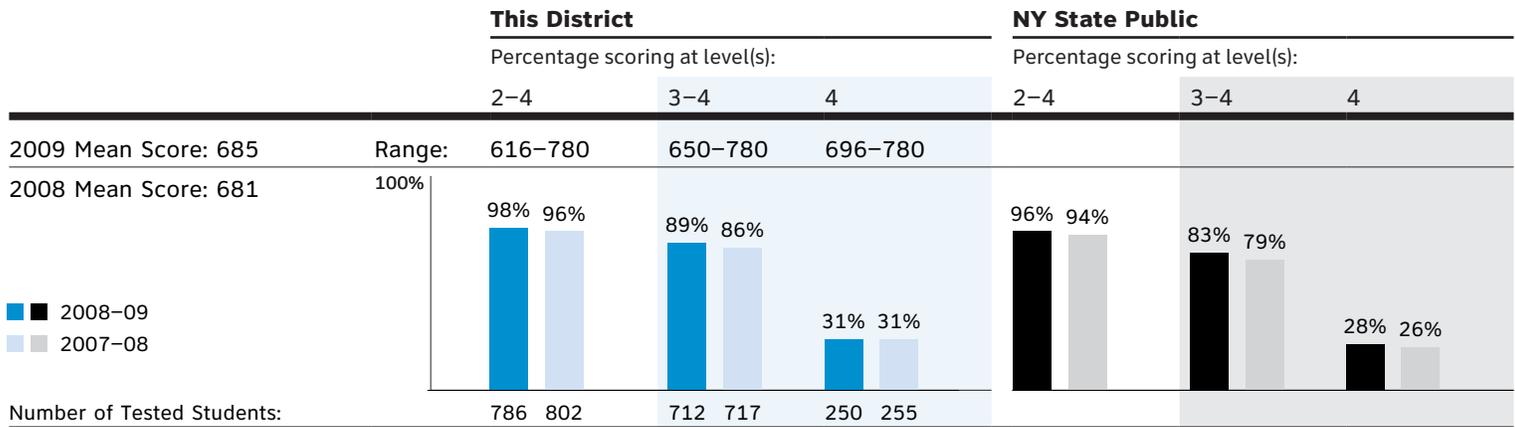
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>799</b>	<b>98%</b>	<b>89%</b>	<b>31%</b>	<b>835</b>	<b>96%</b>	<b>86%</b>	<b>31%</b>
Female	420	99%	90%	32%	382	96%	87%	28%
Male	379	98%	88%	30%	453	96%	85%	33%
American Indian or Alaska Native								
Black or African American	43	98%	74%	9%	56	89%	63%	18%
Hispanic or Latino	47	98%	91%	17%	67	94%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	41	95%	90%	54%
White	675	98%	89%	31%	671	97%	88%	31%
Multiracial	2	-	-	-				
Small Group Totals	34	100%	100%	88%				
General-Education Students	683	100%	96%	36%	720	99%	93%	35%
Students with Disabilities	116	89%	50%	3%	115	77%	43%	3%
English Proficient	797	-	-	-	832	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	92	98%	79%	15%	88	90%	64%	9%
Not Disadvantaged	707	98%	90%	33%	747	97%	88%	33%
Migrant								
Not Migrant	799	98%	89%	31%	835	96%	86%	31%

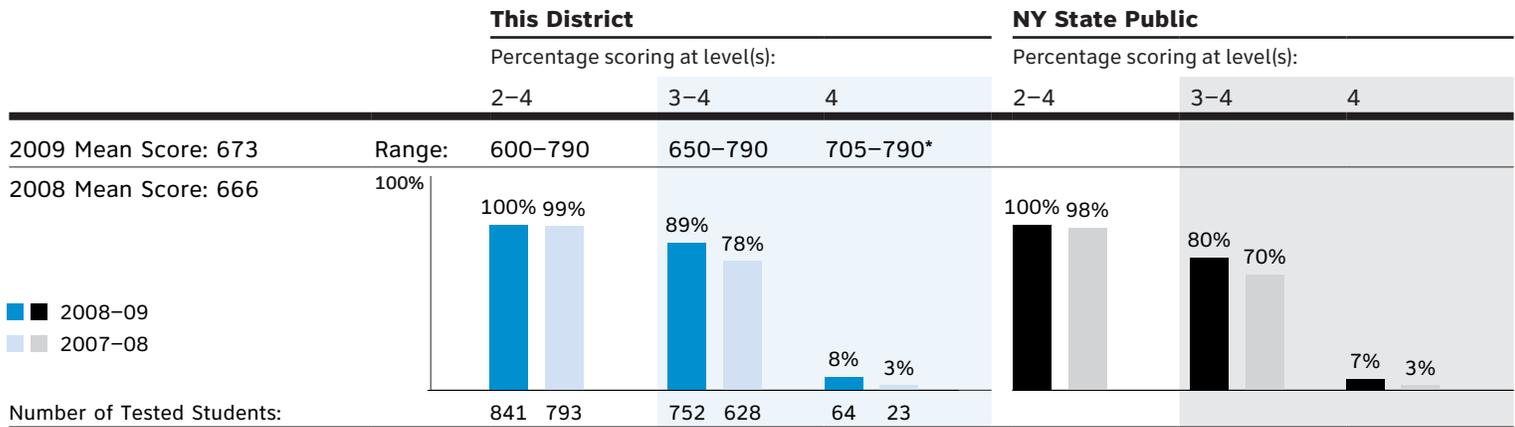
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	4	-	-	-

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>842</b>	<b>100%</b>	<b>89%</b>	<b>8%</b>	<b>803</b>	<b>99%</b>	<b>78%</b>	<b>3%</b>
Female	389	100%	91%	9%	387	100%	85%	3%
Male	453	100%	88%	6%	416	98%	72%	3%
American Indian or Alaska Native								
Black or African American	58	100%	71%	2%	47	96%	64%	0%
Hispanic or Latino	65	100%	91%	2%	63	98%	70%	0%
Asian or Native Hawaiian/Other Pacific Islander	39	100%	92%	15%	31	97%	77%	16%
White	680	100%	91%	8%	662	99%	80%	3%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	726	100%	96%	9%	691	100%	85%	3%
Students with Disabilities	116	99%	47%	0%	112	92%	35%	0%
English Proficient	839	-	-	-	801	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	93	99%	76%	1%	73	99%	58%	1%
Not Disadvantaged	749	100%	91%	8%	730	99%	80%	3%
Migrant								
Not Migrant	842	100%	89%	8%	803	99%	78%	3%

### NOTES

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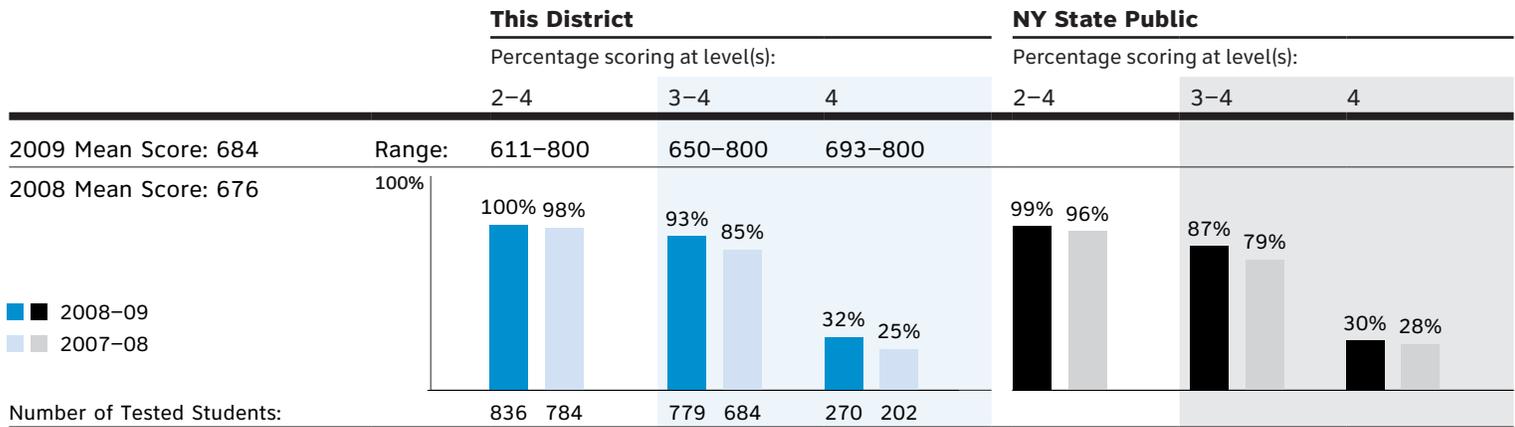
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	0	7	6	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>840</b>	<b>100%</b>	<b>93%</b>	<b>32%</b>	<b>801</b>	<b>98%</b>	<b>85%</b>	<b>25%</b>
Female	388	99%	92%	32%	388	99%	88%	25%
Male	452	100%	93%	32%	413	97%	83%	25%
American Indian or Alaska Native								
Black or African American	57	100%	75%	26%	47	98%	77%	11%
Hispanic or Latino	65	100%	94%	22%	63	95%	78%	14%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	95%	55%	31	97%	90%	45%
White	680	99%	94%	32%	660	98%	87%	26%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	723	100%	98%	37%	690	100%	92%	29%
Students with Disabilities	117	97%	62%	3%	111	87%	47%	3%
English Proficient	837	-	-	-	797	-	-	-
Limited English Proficient	3	-	-	-	4	-	-	-
Economically Disadvantaged	92	99%	83%	13%	72	96%	74%	8%
Not Disadvantaged	748	100%	94%	34%	729	98%	87%	27%
Migrant								
Not Migrant	840	100%	93%	32%	801	98%	85%	25%

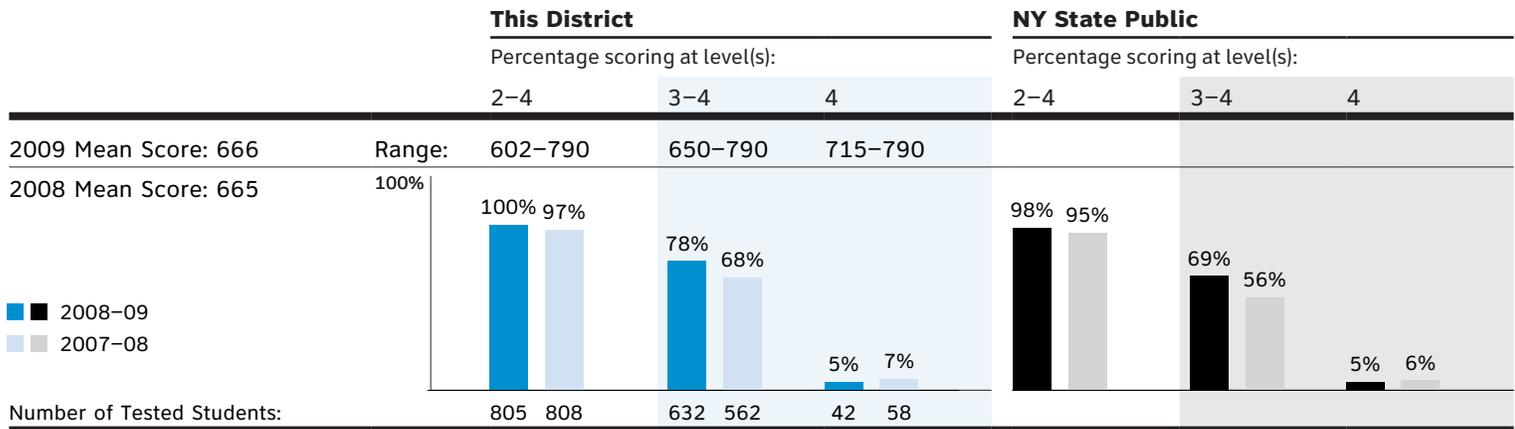
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	1	7	6	5	3

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>809</b>	<b>100%</b>	<b>78%</b>	<b>5%</b>	<b>829</b>	<b>97%</b>	<b>68%</b>	<b>7%</b>
Female	394	100%	85%	7%	412	98%	73%	9%
Male	415	99%	72%	4%	417	97%	63%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	52	98%	63%	2%	61	97%	41%	2%
Hispanic or Latino	66	100%	68%	5%	63	97%	65%	3%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	28	-	-	-
White	660	100%	80%	5%	676	98%	70%	7%
Multiracial	2	-	-	-				
Small Group Totals	31	97%	87%	13%	29	97%	79%	17%
General-Education Students	691	100%	87%	6%	714	100%	76%	8%
Students with Disabilities	118	97%	29%	0%	115	82%	17%	1%
English Proficient	806	-	-	-	827	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	78	100%	67%	0%	75	95%	49%	3%
Not Disadvantaged	731	99%	79%	6%	754	98%	70%	7%
Migrant								
Not Migrant	809	100%	78%	5%	829	97%	68%	7%

### NOTES

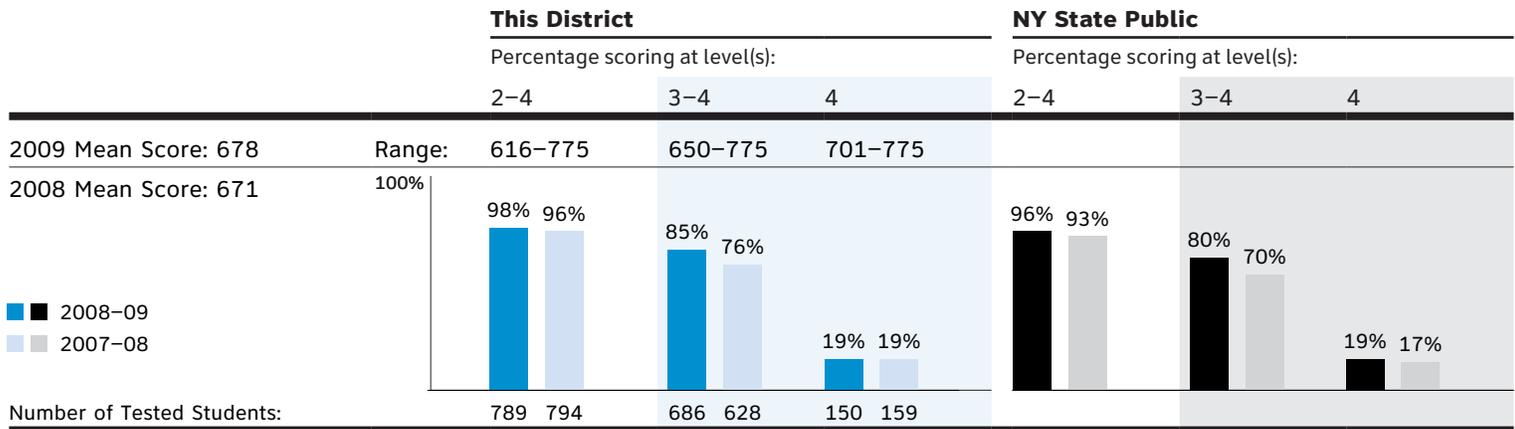
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	5	2	12	12	12	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	1	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>807</b>	<b>98%</b>	<b>85%</b>	<b>19%</b>	<b>831</b>	<b>96%</b>	<b>76%</b>	<b>19%</b>
Female	392	99%	89%	18%	411	96%	76%	19%
Male	415	96%	82%	20%	420	95%	75%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	52	98%	69%	4%	61	92%	61%	5%
Hispanic or Latino	66	97%	85%	5%	63	95%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	29	-	-	-
White	658	98%	86%	20%	677	96%	77%	20%
Multiracial	2	-	-	-				
Small Group Totals	31	100%	94%	39%	30	93%	87%	37%
General-Education Students	692	100%	91%	21%	717	99%	83%	22%
Students with Disabilities	115	84%	46%	2%	114	75%	27%	1%
English Proficient	804	-	-	-	828	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	79	95%	66%	6%	77	91%	56%	3%
Not Disadvantaged	728	98%	87%	20%	754	96%	78%	21%
Migrant								
Not Migrant	807	98%	85%	19%	831	96%	76%	19%

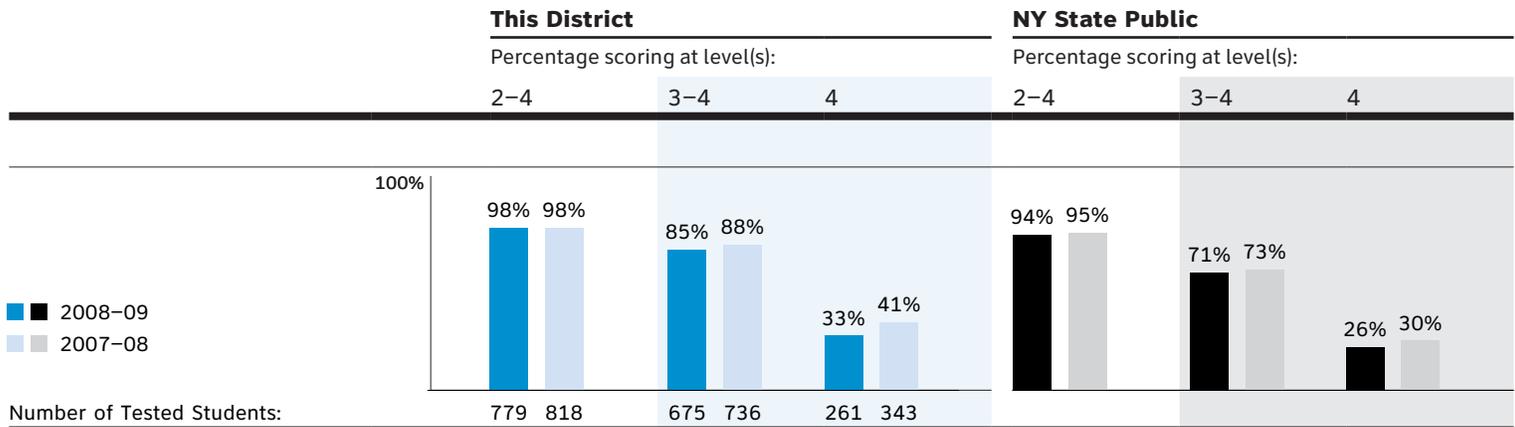
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	6	5	1	12	10	7	1

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>797</b>	<b>98%</b>	<b>85%</b>	<b>33%</b>	<b>833</b>	<b>98%</b>	<b>88%</b>	<b>41%</b>
Female	385	99%	88%	29%	411	99%	87%	37%
Male	412	97%	82%	37%	422	98%	90%	45%
American Indian or Alaska Native					1	-	-	-
Black or African American	51	94%	69%	10%	60	98%	67%	20%
Hispanic or Latino	64	98%	78%	22%	63	97%	87%	27%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	29	-	-	-
White	651	98%	86%	35%	680	98%	90%	44%
Multiracial	2	-	-	-				
Small Group Totals	31	97%	87%	45%	30	97%	87%	43%
General-Education Students	682	100%	92%	37%	717	100%	94%	47%
Students with Disabilities	115	85%	42%	5%	116	88%	52%	8%
English Proficient	794	-	-	-	830	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	75	95%	71%	12%	76	96%	75%	16%
Not Disadvantaged	722	98%	86%	35%	757	98%	90%	44%
Migrant								
Not Migrant	797	98%	85%	33%	833	98%	88%	41%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	3	2	12	11	10	6
Regents Science	0				0			

## This District's Total Cohort\* Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

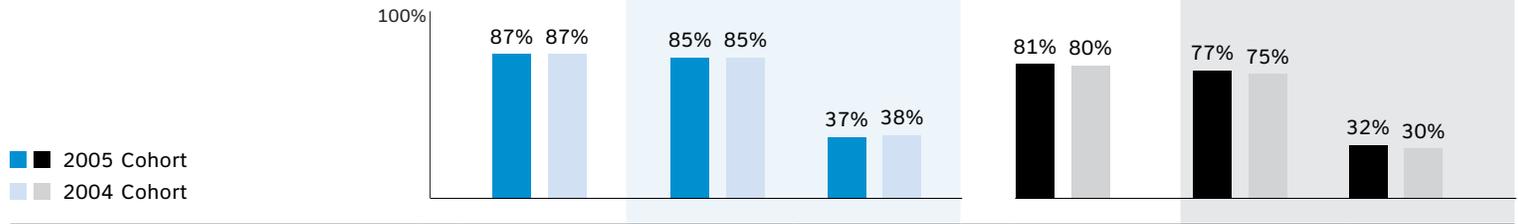
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2004 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>890</b>	<b>87%</b>	<b>85%</b>	<b>37%</b>	<b>824</b>	<b>87%</b>	<b>85%</b>	<b>38%</b>
Female	403	91%	89%	44%	413	91%	89%	44%
Male	487	83%	81%	32%	411	83%	81%	32%
American Indian or Alaska Native								
Black or African American	52	79%	73%	27%	54	74%	69%	13%
Hispanic or Latino	49	78%	78%	29%	58	76%	69%	29%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	96%	52%	32	97%	94%	66%
White	766	87%	86%	38%	680	89%	88%	40%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	774	92%	91%	43%	711	93%	92%	43%
Students with Disabilities	116	48%	41%	3%	113	50%	41%	5%
English Proficient	889	-	-	-	822	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	19	74%	74%	5%	30	87%	77%	13%
Not Disadvantaged	871	87%	85%	38%	794	87%	86%	39%
Migrant								
Not Migrant	890	87%	85%	37%	824	87%	85%	38%

### NOTES

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## Other Assessments

### 2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

### 2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

New York State Alternate Assessment (NYSAA): High School Equivalent \*\*\*

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction

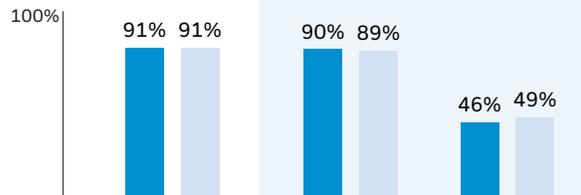
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

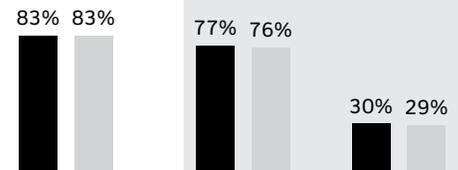
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

### 2004 Cohort\*\*

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>890</b>	<b>91%</b>	<b>90%</b>	<b>46%</b>	<b>824</b>	<b>91%</b>	<b>89%</b>	<b>49%</b>
Female	403	94%	93%	48%	413	93%	92%	51%
Male	487	89%	87%	45%	411	88%	86%	48%
American Indian or Alaska Native								
Black or African American	52	94%	92%	27%	54	81%	78%	19%
Hispanic or Latino	49	82%	82%	45%	58	84%	79%	34%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	96%	57%	32	94%	94%	66%
White	766	91%	90%	48%	680	92%	91%	52%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	774	96%	95%	52%	711	95%	95%	56%
Students with Disabilities	116	60%	57%	6%	113	60%	55%	8%
English Proficient	889	-	-	-	822	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	19	89%	84%	21%	30	93%	87%	20%
Not Disadvantaged	871	91%	90%	47%	794	90%	89%	50%
Migrant								
Not Migrant	890	91%	90%	46%	824	91%	89%	49%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

### 2005 Cohort

Number of Students      Number scoring at level(s):  
2-4      3-4      4

### 2004 Cohort

Number of Students      Number scoring at level(s):  
2-4      3-4      4

New York State Alternate Assessment (NYSAA): High School Equivalent \*\*\*

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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